VIII International Colloquium RIA

Algiers 27-29 November 2017

Sociocultural animation in the era of digital communication and new media

The RIA (International Animation Network), the URNOP of the University of Algiers 2 (Algeria) in partnership with the LANCOMNET Laboratory of the University of Algiers 3, organize the VIIIth Colloquium Of the RIA from 27 to 29 November 2017, on the theme: "Sociocultural animation in the era of digital communication and new media".

As a follow-up to the symposia organized within the framework of the RIA on the one hand and URNOP(ex-LABOSLANCOM) on the other, the objective of this meeting is to open a space for discussion on uses and effects of the Digital, new media, on the socio-cultural animation both in the Maghreb and abroad.

In the course of the exchanges, it will be interesting to see how an encounter between the field of social and socio-cultural work can be built, with that of the neurosciences. For example, debates about the role, place and impact of science on educational and therapeutic action - in particular - are already attracting interest among those who support popular education; As well as a broader reflection on the interweaving and interaction between scientific research, progress and ethics, innate and acquired, biological and cultural. Through the theme of digital and new media, there is also an opportunity for sociocultural animation and popular education to re-examine and even reactivate their links, their interest in research and scientific results, and not only In the field of human and social sciences.

From a multidisciplinary and multiscalary perspective, the expected contributions will be based on academic research, action research and the analysis and presentation of concrete experiences of animation. In this regard, proposals will be made from all categories of actors in the socio-cultural field (researchers, practitioners, employees, volunteers, etc.), but also professionals from the field of neurosciences who, in their study objects And their practices, encounter animation concerns - such as learning processes - without limiting them to biological determinants or denying a humanistic view of things. Part of the research in neuroscience and social cognition thus provides new insights into social and cognitive intelligence, partly reconfiguring earlier knowledge around attention, memory, commitment, attribution and action, Showing how they affect attitudes and values.

Contextualisation

Today in the Maghreb, access to the digital world develops all the daily activities and allows a new form of interactivity that puts our society in front of major challenges facing popular education and socio-cultural animation.

Information and Communication Technologies (ICT), smart phones, video games, social networks, interactive applications, software and other components of the digital world are becoming increasingly important: there are one billion users On social networks for 1.8 billion Internet users worldwide; In the meantime, there will be as many users of social networks as Internet users. The 50 million Maghreb people connected on the Internet (SpringArab 2016 survey) are now struggling with this world and this universalization of digital culture that requires an approach in terms of responsibility and citizenship. The irruption of the digital tool and the flow of information, which it carries, impose new benchmarks. Information becomes the primary source of productivity. At the same time, with the Internet, the production of information is no longer the prerogative of a few. Everyone can now be a creator, author, producer and co-producer of information.

ICTs appeal to our young people by providing a culture of contact that enables them to share ideas and cultural tastes and practices via mobile phones, which also democratize them in the region in record time, with a penetration rate higher than 100%. Beyond that, these technologies are developing in all our daily activities: commerce, banking, administration and health. They are also present in the world of culture and its components: arts, letters, cinema, theater, leisure, lifestyles, traditions, beliefs. All are mixed, digitized in networks, multimedia or hybrid, upsetting the conditions of consumption, dissemination and creation of cultural products.

What then becomes the notion of socio-cultural animation in this expanding digital society? In fact, from an ethical and practical point of view, it has no choice but to think about this change, even its metamorphosis. The models on which it is based must adapt: integrate the transition to the era of interactive networks, prepare and train major players in digital, intervene in places where there is public access to the Internet (digital public spaces, libraries, media libraries , Socio-cultural centers), to support individual and collective projects that often rely on new technical modalities of communication, etc. The avenues of reflection and of communications will be articulated around the following axes:

Axis 1 - Facing the challenges of digital education

In this sub-axis, it is a question of gathering contributions that analyze the implication and the methods put in place by the socio-cultural actors, the youth and popular education associations, to accompany the populations and the public to "wise" and responsible use of digital. One of the key issues may be the relationship between youth and the media, a recurring issue if any. Faced with societal distrust and social representations that are often suspicious of new technologies, what are the intervention margins of facilitators, whose mediating missions are to help interpret, explain and build skills while trying to Understand the new "teen digital culture". Here, there is a work of sociocultural actors which, through specific pedagogical modalities, brings about the construction of the autonomy of the public, their critical view and their responsibility for their uses of the Internet, for example. How, in this context, can advocates of socio-cultural animation "educate by protecting minors"? What does this require as skills (decoding capability, technical know-how, operational knowledge, etc.?). How can neuroscience inform the use of ICT and underpin the digital education process?

Axis 2 - What "digital competence" for professionals in animation?

The diffusion of ICTs and their potential puts socio-cultural animation in the face of the question of the construction of specific skills. The training of ICT educators and facilitators is predominant and there seems to be a strong demand from professionals. We are also seeing the creation of "specific" professions through job descriptions that target "ICT facilitators" who can animate and manage a multimedia space. Their main mission is to accompany audiences of all ages and levels in the use of ICT: initiation to software, search of information on the Internet, response to various needs, etc. Beyond these specific expectations, the training of facilitators must therefore both enable them to be technicians, pedagogues, but also holders of a politico-ethical vision of ICT. This complex professional posture is a sort of preliminary to any form of accompaniment of the public towards a citizen use of digital. How then does the field think of the development of this capacity of the various actors to acquire and transmit the knowledge related to the universe of ICT? What about the training of facilitators in this area? What are the effective teaching scenarios? What can neuroscience tell us about effective ICT pedagogy? What are the ethical questions that may underlie ICT training schemes for professionals in socio-cultural animation? So many questions - not exhaustive - which the communications selected for this axis will try to answer.

Axis 3 - Animating with digital: feedback on experiments

It will be a question here of proposing analyzes of animation devices for which ICTs are central, with particular emphasis on the "facilitating" aspects, but also on the limits, the brakes but also the questions that can arise from the use of new Technologies. Depending on the types of projects and fields of action or practices, what are the specific strategies of animation that the socio-cultural actors put in place? How is the choice of tools done according to the objectives pursued? Etc. Here are expected experiments and analyzes representative of the areas in which animation is involved: prevention and health (e-health, etc.), educational and extra-curricular activities (e-learning, educational potential of social networks, Pedagogical "communication", etc.), intergenerational socialization, artistic and cultural practices (innovative installation-performative, augmented reality, simulators, etc.), but also non-violent communication or sustainable development ... In these fields, Are ICTs an additional support? Do they ,on the contrary, generate new approaches, modifications to the animation project, new reports to the public?

Axis 4 - Socio-cultural and citizen practices of digital

In addition to digital education in a citizen perspective (axis 1), ICTs are proposing new modalities of political mobilization. The rapid development of technologies, particularly the increasingly sophisticated tools and ever more commonplace uses (laptops, smartphones, tablets, etc.), coupled with the enormous opportunities offered by the Internet, Exchanges of information, real-time communication, and thus opportunities to learn, to educate and therefore to influence each other. In its perspective of social transformation, emancipation and its asserted role of supporting citizen involvement? Sociocultural animation can only be interpreted by new technological means which enable - potentially - to develop an active citizenship and participation of the populations when it comes to taking charge of their own destiny. What is the situation? What are the contributions and limitations of ICT to the political project of socio-cultural animation? Vast questions around which the proposals made under this fourth axis could possibly be articulated.

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Calendar

- Submission of proposals for papers: until **15 April 2017** at the following address: colloqueurnopria2017alger@gmail.com

They will be addressed in word processing, with a title, the axis of reflection privileged, a synthetic presentation in one page of the communication with the general problem and the data or field explored. The coordinates of the communicant, status, organization, will be indicated.

- Feedback from the Scientific Committee: **15 June 2017**
- Edition of final programming: **15 August 2017**
- Receipt of complete final texts: **15 September 2017**

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